Unesco Chronicle

In this issue:

Major Project: the extension of primary education in Latin America

Problems of urbanization in Asia

Educational travel

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A Major Project: The Extension of Primary Education in Latin America

The Intergovernmental Advisory Committee recently created to advise the Director-General of Unesco on the execution of the major project for the extension of primary education in Latin America held its first session in Havana from 18 to 21 February.

Delegates representing all 12 of the States chosen by the Unesco Executive Board to serve on the committee were present (Argentina, Bolivia, Brazil, Chile, Colombia, Guatemala, Haiti, Mexico, Nicaragua, Peru, United States and Venezuela). In addition, Cuba, Spain, France and Italy, as well as the Caribbean Commission, the Organization of American States and the Office of Ibero-American Education, sent representatives. The World Union of Catholic Teachers and the World Confederation of Organizations of the Teaching Profession sent observers. Unesco was represented by the Director-General, Dr. Guillermo Francovich, director of Unesco's Regional Office in Havana, and by Dr. Oscar Vera, a Unesco educational specialist working in Havana.

This meeting confirmed once again the importance placed on this major project by the Member States concerned. It also enabled the Director-General to propose, in the light of recommendations made by delegates to the Havana session, a certain number of changes in the original work plan of the project. With these changes, the plan was finally approved by the Executive Board during its forty-seventh session, held in Paris last March.[1]

The situation which the major project has been designed to meet is generally known. Every country in Latin America has compulsory education laws. These laws, depending upon individual countries, were adopted from 35 to 90 years ago and they make education compulsory for periods varying from four to eight years. At least two Latin American countries have reached the point where nearly all their children receive a primary school education. Others, where 70 per cent of children are in school, are rapidly nearing this point and still others are at the halfway mark. Nevertheless, all Latin American countries are making efforts to develop education even further. On the whole, the countries of Latin America can be

1. A detailed account of this session will be presented in the next issue of the *Unesco Chronicle*.

classified among those nations which, with a special effort, should be able to achieve the goal of universal primary education within a few decades.

School attendance is much higher in towns and cities than in rural regions. Although it is difficult to evaluate the difference because of a lack of precise statistics, it seems obvious that any campaign for free and compulsory education must stress rural schools. In these schools, education is often incomplete because they are unable to offer all primary school grades. Certain countries are now attempting to group such schools around 'nuclear schools' where children can be accommodated after they reach the upper grades.

Another feature of education in Latin America which has to be borne in mind is the large number of children who leave school before finishing their courses. It is estimated that only half the school children of Latin America receive more than three years of education. This situation calls for remedy by stricter application of compulsory education laws, by social welfare assistance to needy families, by adding classes to rural schools which do not offer the full primary course and, finally, by making schools both more attractive to children and better adapted to local needs.

A number of problems must be solved before free primary education can become a reality. Schools must be opened in sparsely-populated regions or in isolated districts. There is the obstacle of language in communities which do not speak the language of the country. And there is also the basic problem of poverty.

Financing compulsory education is, of course, a huge problem. Funds must be raised to construct buildings, to buy school equipment, to pay teachers and to organize at least a minimum number of educational services. Even when money is available, schools cannot spring up overnight. New teachers must be trained and refresher courses must be established for teachers already in service. Many teachers now in classrooms have received no professional training and they need such courses badly.

There is also the important question of adapting education to the needs of communities. Community rural schools with classes for both children and adults have already been tried on an experimental basis in several Latin American countries and they could be developed more systematically. Both rural and urban education need to be co-ordinated with fundamental education with a view to community development. Naturally, well-trained teachers are essential if such experiments are to succeed.

Finally, although many countries (among them Bolivia, Brazil, Chile, Guatemala and Mexico) are doing much to improve rural education, there is still a need to integrate country schools more thoroughly into national school systems. This corresponds to an overall need of integrating the rural populations of Latin America into national life—a need deemed urgent by many Latin American statesmen and educators. This means

that the goals of rural education should be the same as those of the entire school system as far as possible. As a result, rural primary schools will be able to offer education at the standard of city schools. Rural teachers must receive the same calibre of training as urban teachers.

To achieve all these objectives, realistic planning is required. Naturally, the countries of Latin America must be responsible for their own planning, especially in three major aspects of the task ahead: school buildings, teacher training and better salaries for teachers. It is to be hoped that this burden may be eased somewhat by financial support from bilateral or multilateral assistance programmes. Together, Unesco and the Organization of American States will aid Latin American countries in studying the problem of free and compulsory primary education and the two organizations will be able to offer technical help and assistance in drawing up plans. Nevertheless, it can be assumed that the countries themselves will make large-scale financial efforts to bring education to all children.

It is expected that at the termination of the project most countries in the region will have in operation systematic plans for educational development in accordance with the recommendations of the Lima conferences.[1] And further that great progress will have been made toward providing schools for all the children; that desirable revisions of the school curriculum will be in force, with equal facilities for urban and rural areas; that there will be sufficient facilities for in-service training for teachers in all the countries and that the status of teachers will have been raised; and that all interested countries will have trained a sufficient number of highly qualified experts to carry on the purposes of the Major Project and to promote the solution of their educational problems.

Several methods will be used to reach these goals. Educational planning will be made at a national level and steps will be taken to carry out these plans realistically. Such steps include the use of statistics and other information concerning education; the training of specialists, and financial aid. The major project will offer active co-operation in developing primary schools well aware of the needs of their communities and geared to meet these needs. To achieve this objective, educational research will be organized and inter-American meetings and seminars will be held. A system of associated normal schools will be organized to enable Latin American countries to train more and better teachers. The project will contribute to the improvement in the position of teachers and to the training of teachers for normal schools as well as the training of administrators, primary school inspectors and other educational personnel. It will also aid in the organization of training and refresher courses for teachers already in service.

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1. See *Unesco Chronicle*, Vol. II, No. 8-9, p. 266.

This major project is to be carried out over 10 years. For the 1957-58 period, Unesco plans to concentrate on the improvement of educational statistics, the training of teachers and of teachers of normal schools, the organization of a system of 'associated universities' and the establishment of a fellowship programme. Specifically, large-scale aid is planned for four rural normal schools and two universities and also for the transformation of the Inter-American Rural Normal School at Rubio, Venezuela, into an inter-American rural education centre which would be sponsored jointly by Unesco and the Organization of American States.

It is also proposed to award 80 fellowships during the next two years. These fellowships are intended to:

Enable top-level educators to carry out further studies in the United States or in Europe;

Offer primary school inspectors and teachers of normal schools an opportunity for further training;

Enable school administrators to work at the inter-American rural education centre at Rubio and to study the operation of rural school systems.

The Intergovernmental Advisory Committee which met in Havana stressed that the following steps should be taken:

Appointment of an expert on educational statistics by Unesco;

A study by the Organization of American States of the present status of Latin America school building programmes;

Experiments in new methods of training teachers and of offering refresher training to teachers in service;

Preparation of documentation on the social sciences and pedagogical methods both for student teachers and teachers in service.

All three of Unesco's major projects require a solid foundation of international co-operation. Their successful achievement implies the support of all Unesco's Member States, whether directly concerned or not. This contribution can be made in money, in services or in kind.

Several governments have already made generous offers to aid the project on primary education in Latin America. Colombia has suggested that a regional seminar on the planning of educational development be held in Bogota. Bolivia has proposed that its rural normal school at Warisata be used as an 'associated normal school'. As an 'associated university', Brazil had offered the University of São Paulo which has an institute of educational research. By the same token, Colombia has placed the facilities of the Pedagogical University of Tunja at Unesco's disposal; Chile, the University of Santiago and its institutes of educational research; and Mexico, the Higher Normal School, the National Institute of Education and its national educational museum, and the Latin American Institute of Educational Films.

Colombia has offered 16 fellowships; Chile, 20; France, 18; Mexico, 4

(conditional on the acceptance of its offer for associated universities); and the Office of Ibero-American Education, 15. In addition, Spain offered fellowships whose number and conditions would be determined later and the United States suggested that certain fellowships awarded by the International Co-operation Administration and the State Department be used for the major project. The Office of Ibero-American Education, the World Confederation of Organizations of the Teaching Profession, and representatives of Member States and observers of international organizations at the Havana meeting offered facilities for publicizing the project.

In the field of teacher training, Mexico offered the services of its Latin American Institute of Educational Films to train Latin American fellows in techniques of producing films and other audio-visual aids, while the Office of Ibero-American Education offered to organize a training course for educational specialists.

The Unesco National Commission of Czechoslovakia informed the Director-General that it would like to participate in the major project by inviting a group of three or four Latin American educators to come to Czechoslovakia early in 1958 to study teacher-training methods. Finally, the Government of Cuba offered to establish a pilot primary school library in Havana.

These first offers and the interest shown by the delegates who met in Havana show that the decision of the General Conference to establish a major project for primary education in Latin America was a sound one—and that this project can ease the task which confronts the national authorities in the region.

The Problems of Urbanization in Asia

Last year the United Nations and Unesco organized a seminar in Bangkok whose purpose was to throw light on the problems caused by the rapid growth of cities in Asia and the Far East, and to consider possible approaches to the solution of those problems. Extracts are given below of a report on the work of the seminar, published recently by the Director-General of Unesco. The Research Centre on the Social Implications of Industrialization in Southern Asia, set up by Unesco in Calcutta, is also undertaking a study of problems of urbanization.

During the nineteenth century, the increase in large city population was more rapid in Europe and in North America than in Asia. During the first half of this century, however, the increase in large city population was more rapid in Asia than in Europe or North America. This ever-increasing urbanization is giving rise to serious problems. At the present time, there is a larger urban population than is justified by present levels of agricultural and non-agricultural productivity in Asian and Far Eastern countries. Much of this urban population growth has not occurred in response to economic need for large urban population concentrations, i.e. from 'pull' factors represented by the employment opportunities and expectations of higher incomes from industrial, commercial and service developments; but rather from 'push' factors due to the low level of rural living, and sometimes to conditions of physical insecurity.

THE GREAT CITY, PARASITE OF NATIONAL ECONOMY

In most of the smaller countries there is a 'primate' or great city many times, sometimes 5 to 10 times, the size of the second city, in contrast with the situation in the West which is characterized by 'systems' of cities. These cities are often the product of economic development oriented essentially to one or more foreign countries. For most Asian cities, this external orientation emerged during the colonial period which produced the great city as a link between the colony and the mother country. In some cases, the great city still preserves this character, serving as a link between the local elite and the outside world, rather than being an economic outgrowth of the indigenous national economy.

The growth of many cities in Asia and the Far East, including that of primate or great cities, was the result of the following types of factors: (a) the low land-population ratio arising from rapid population growth in relation to agricultural resources; (b) the disruption and disorganization produced by the last war, and the political changes which followed; (c) the lure of urban existence to which large parts of the peasant population were exposed as the result of military service, as well as migratory refugee flows; (d) the exhaustion of natural resources in some areas which deprived some localities of their economic base; (e) seasonal nature of employment in agriculture which creates migratory flows, bringing many people in contact with the attractions of city life.

The primate, or great city, may have a paralytic effect on the national economy. The fact that the great cities already exist creates the tendency further to centralize industrial, commercial and service developments in them. This may detract from the growth potential of other cities and produce excessive centralization. Many cities in Asia and the Far East, in contrast with Western cities, often retain strong village characteristics or those of an agglomeration of villages. In general they tend to be characterized by the coexistence of two distinctive areas: the Western type area, and the indigenous type area consisting of an agglomeration of villages.

These cities which are now in process of rapid growth, outdistancing the rate of economic development, are faced with many social and physical problems. The fundamental problem is that of low levels of living, reflecting low national productivity. The symptoms of this malady are in many urban areas inadequate housing, the almost complete absence of mass sanitary facilities, the presence of filth, squalor, repugnant odours, disease and high mortality. Moreover where national illiteracy is high the urban areas have large urban groups who have little or no access to educational facilities.

Most of the countries concerned are acutely aware of their present and impending urban problems and many have specific agencies organized to study and to deal with them. Planning agencies, welfare agencies, health agencies, insurance schemes, social legislation and other devices are being employed in an effort to ameliorate the more difficult problems. Some countries are seeking to decelerate the rate of urbanization or even to induce swelled urban populations to return to rural areas by (a) action to increase agricultural productivity and incomes, including facilities for rural credit and increased utilization of co-operative methods; (b) efforts to make village life more attractive; (c) the stimulation of village and cottage industries; (d) the decentralization of new industrial development; (e) improvements in communications; (f) resettlement programmes including the opening of new agricultural lands, irrigation, etc.; (g) land tenure

reform; and (h) general national and regional physical planning, though this is at present on a limited scale.

ECONOMIC ASPECTS

From the economic as well as other points of view, urban centres must be viewed as closely linked with rural areas in a single interdependent whole. Accordingly, the economic advances achieved through industrialization and through urbanization not only depend on manpower, food and other resources obtained from rural areas but also, in a properly planned and balanced programme of economic development, can help to bring about a greater degree of advancement and specialization, with generally higher productivity in the countryside. The process of economic development itself is the fundamental premise. Urban misery and rural poverty are two sides of the same coin—economic underdevelopment—and without economic development, changes in the distribution of population as between urban and rural areas cannot in themselves satisfactorily solve the human problems involved.

In the years before the second world war, the influence of governments on types, scale and location of industries was, in theory at least, largely indirect rather than direct in most countries; free market competition was generally considered to be beneficial, helping to produce a more efficient allocation of resources and a more healthy production alignment. In Asia the resulting industrial development has, however, been somewhat unbalanced in relation to the resources endowment of some countries, industries being frequently modelled on the Western pattern using labour-saving machinery and making difficult a fuller utilization of the abundantly available manpower. Moreover, industry has established itself, wherever it has been profitable, even though conflicts with interests of social welfare have sometimes developed.

The high priority accorded in current development plans to investments in basic overheads puts a heavy premium on arriving at wise decisions because in the long run, policies that determine the type, scale and location of these economic overheads will be largely responsible for the patterns of industrial development and the process of urbanization. A wide range of both economic and non-economic considerations must be carefully studied in deciding whether new industrial townships should be developed or the existing centres expanded, or a new pattern of rural dispersal encouraged.

The creation of employment opportunities without retarding technological progress poses a problem which is recognized as of major importance but which has not been solved. Emphasis on labour-intensive techniques is frequently necessary, but should not be carried to the point where it

adversely affects the growth of society's net aggregate product. Decentralized industrial development in Asian countries is likely to succeed only if considerable guidance is provided to small industries. For example, organizations may be developed to bring widely dispersed industrial units together into voluntary trade associations for procurement of raw materials, marketing and research; the usefulness of co-operatives can be further explored; standardization and quality control can be introduced.

SOCIAL ASPECTS

Urbanization in addition to reflecting technological change and a new form of economic organization produces a new way of life. Cultural uniformity and traditional patterns of belief and behaviour tend to be broken, and social change is accelerated. This is usually accompanied by social disorganization as the first stage in social reorganization, i.e. the emergence of new forms of thought and behaviour.

Social disorganization in urban areas is particularly noticeable in changes in family organization, which tend to take the form of changes from the large or joint-family system to the small family system; in changes in religious practices and beliefs; in changes in social stratification, including caste and class lines. In response to these changes, new institutions evolve representing formal social controls, which may be viewed as substitutes for the informal social controls of the integrated society. These include institutional means of controlling behaviour—the police, courts and penitentiaries; welfare and health agencies, social legislation and social security provisions to substitute for the protective functions of the family. Many of these changes however have not as yet gone very far in those Asian cities where a large proportion of the indigenous population is resident in an agglomeration of what are in effect villages within the urban framework. To the extent that these populations remain isolated from urban contacts, they tend to retain their 'folk society' characteristics.

A general device for promoting development in the urban area may be found in some of the techniques of the 'community development' programme. This programme essentially involves (a) the participation by the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative, and (b) by the provision of technical and other services in ways which encourage initiative, self-help and mutual help to make these more effective. Information on the existing pilot projects in community development carried on in urban areas in Asia should be disseminated and further experiments encouraged.

In such a process education must play an important role, and steps should be taken to see that the provision of educational facilities keeps

up with the pace of urbanization. Special courses should be provided for adults and children of recent rural origin, including language classes where the urban language is different from the rural dialect, and instruction on facilities provided by urban life, and its advantages and dangers. Further, along with such programmes and action to improve economic and physical conditions, urban populations having the poorest conditions of living can be assisted by educational programmes basic to the employment possibilities available locally in industry or services. These might also deal with the problems of new entrants into industry in adapting themselves to fixed working hours and factory life, and to changes in diet and distribution of family budget required by industrial life. In this connexion, Unesco should consider modifying and adapting its programme of work on fundamental education so that, in addition to working in rural areas, it should also deal with persons living in cities who face comparable problems.

There is often a tendency to emphasize the problems of urban development, particularly as manifest in social and personal disorganization and in the breakdown of revered tradition. But it cannot be too strongly emphasized that the urban environment also produces social changes generally agreed upon as highly desirable, not only through raising the level of living but also through stimulating intellectual and artistic pursuits. It is in the city that diverse cultures and traditions meet and that the innovator appears. It is in the city that the great intellectual and artistic achievements identified with civilization have originated, including the development of science, literature, music and arts. It is in the city that man has achieved his highest levels of living and greatest intellectual and artistic triumphs.

There is a fundamental difference between the socio-economic settings of the nineteenth-century industrial revolution in Europe and the present conscious effort at industrial and agricultural development in Asia. The present technology offers a wider range of possibilities for the distribution of population and for community and regional structure in the physical and social sense. At the same time the increasing role of public authorities and public responsibility in matters of housing and physical environment are generally accepted functions of government in Asia. The Asian countries are evolving new approaches of their own, more suited to their circumstances and needs. Their experience may prove to be of interest and value to other countries as well.

N E W S I T E M S

Member States and National Commissions

Ecuador. Ecuador became the twenty-fourth country to join the Universal Copyright Convention sponsored by the United Nations Educational, Scientific and Cultural Organization when H. E. Lisimaco Guzman Aguirre, Ambassador of Ecuador to France, deposited on 5 March 1957 with Mr. Luther H. Evans, Unesco Director-General, his government's instruments of accession to the Convention and its annexed protocols. Adopted in 1952 by an intergovernmental conference convened in Geneva by Unesco, the Universal Copyright Convention was drawn up to fill gaps in international copyright legislation under which certain countries were bound by one convention, others by a different convention and still others by no agreements at all. The Universal Copyright Convention eliminates costly registration formalities; countries parties to it give foreign works the same protection accorded to national works. As of 5 March, the following countries, in addition to Ecuador, were parties to the Convention: Andorra, Cambodia, Chile, Costa Rica, France, German Federal Republic, Haiti, Holy See, Iceland, Israel, Italy, Japan, Laos, Liberia, Luxembourg, Mexico, Monaco, Pakistan, Philippines, Portugal, Spain, Switzerland and the United States of America.

Finland. A National Committee for Unesco Affairs has recently been established. The chairman of the Committee is Mr. R. H. Oittinen, Director of the Central Board of Schools, and the acting secretaries are Mr. Kalervo Siikala and Miss Helvi Raatikainen.

France. The Education Committee of the Unesco National Commission met to hear Mr. Gal speak on the problem of lightening school programmes. The speaker stressed that such changes should be considered solely from the quantitative aspect. In his opinion 'overwork and strain' result from the present organization of the teaching programme and from the division of the school work (length of the school year, the question of Thursday as a free day, spacing of holidays, etc.). Taking up the problem of retarded students, Mr. Gal believed that a common limited programme with the maximum of individual attention would assure that the bright pupils did not waste their time and that the rest of the class would not be forgotten. In conclusion, Mr. Gal asked that the teachers be given the maximum liberty in the application of the school programme, that examinations be modified and given a new definition, that the teaching of various disciplines be

better co-ordinated and, finally, that the concept and aim of general culture be redefined.

The French National Commission and the Service de la Jeunesse et des Sports du Ministère de l'Education Nationale organized at Chamonix, from 3 to 7 March, a meeting of promoters of Unesco Clubs. One hundred French secondary school teachers and observers from 13 European and two North African National Commissions (Morocco and Tunisia) participated. There were three committees for: study of foreign countries, teaching about the United Nations and Agencies, travel abroad for educational purposes and reception of foreign students in France. There was also a round table discussion on national and international civicism.

Ghana. On the occasion of this associated member of Unesco (previously Gold Coast) attaining independence the Director-General of Unesco sent a telegram of congratulations to H. E. Dr. Kwame Nkrumah, the Prime Minister.

Switzerland. Miss A. Travelletti, member of the Swiss National Commission, who is at present in Paris, will take this opportunity to visit the Secretariat and have conversations with different members of the Staff.

United States of America. At the meeting of the Executive Committee of the National Commission held in New York on 28 and 29 January, it was decided that the annual conference of the Commission would be held in San Francisco from 14 to 16 November this year. The major project on the mutual appreciation of Eastern and Western cultural values will be the principal topic of discussion. The conference will be preceded by a meeting of the Commission on 13 November.

The Secretary of State has announced the appointment of Stanley C. Allyn, President of the National Cash Register Company, as a member of the United States National Commission for Unesco.

Secretariat

THE CONSTRUCTION OF UNESCO'S PERMANENT HEADQUARTERS

The construction of Unesco's permanent headquarters in Paris is steadily moving towards completion near the Eiffel Tower, on the left bank of the Seine.

Comprising two buildings of striking design in a setting of gardens, trees and patios, the new headquarters is an architectural innovation for post-war Paris. The large building, a seven-story Y-shaped structure, 90 feet high, is for Unesco's secretariat staff. It is supported on concrete pillars so that it appears to be suspended in the air, and its reinforced concrete frame is enclosed by 50,000 square feet of glass in some 850 windows. Ten thousand tons of concrete have been used on both buildings.

Thanks to the Y-form, each of the 600 offices overlooks Paris. The ceiling

of each is sound-proofed and slopes up gradually until it meets a large window. The building also houses staff meeting rooms, a medical centre, restaurant, cafeteria and bar for delegates and staff. Three systems of heating—hot-water radiators, radiant heat and temperature-controlled forced ventilation—will be used to meet the needs of different areas.

In the basement are five radio and television studios, workshops, a cinema, central heating equipment, a telephone switchboard with 100 outside and 1,300 internal lines, emergency electricity plant and storerooms. Workshops where Unesco documents and publications are printed cover a total surface of 21,500 square feet.

Standing in the curve of one arm of the main building is the low-trapezoidal structure grouping conference halls and services. A copper-plated roof will add a striking note to this already unusual building. The largest of its main halls seats about 1,000 people. Each hall is fitted with the latest equipment for simultaneous interpretation in the four official languages of Unesco (English, French, Russian and Spanish).

The headquarters was designed by three architects: Bernard Zehrfuss of France, Pier Nervi of Italy and Marcel Breuer of the United States. Their plans were approved by a panel of five other architects: Lucio Costa (Brazil), Walter Gropius (U.S.A.), Charles Le Corbusier (France), Sven Markelius (Sweden), and Ernesto Rogers (Italy). Chief Engineer in charge of building operations on the site is the American engineer and architect, Eugene H. Callison.

In their design, the architects respected the urban planning conceived in the eighteenth century by Jacques-Ange Gabriel, creator of the Petit Trianon and the Ecole Militaire. Behind the Ecole Militaire, Gabriel laid out the semi-circular Place de Fontenoy with a rim of trees screening off empty land which remained untouched until the Fontenoy Barracks were constructed in the middle of the nineteenth century. Shortly before the second world war, half of Gabriel's semi-circle was filled by two seven-storey office buildings which now house the French Ministry of Labour and Social Security and the Ministry of the Merchant Marine. Unesco's architects had to complete the semi-circle conceived by Gabriel and they were not allowed by building regulations to exceed a height of seven storeys. Working under these limitations, they designed the Y-shaped building with each of its prongs curved so that the end result is three unbroken facades, one of which completes the semi-circle designed by Gabriel.

For the decoration of the new headquarters, Unesco's Director-General is guided by a Committee of Art Advisers. So far, six internationally-known artists have agreed in principle to execute works. Pablo Picasso, for example, is to produce a mural covering 1,000 square feet in the Conference building. A monumental sculpture for the main piazza will be made by Henry Moore; Jean Arp will do a bronze relief on the outer wall of the library; Alexander Calder will design a mobile for the garden; Juan Miro will execute a ceramic mural; and Isamu Nogichi will arrange the decoration of the delegates' patio and a twentieth century garden based on traditional Japanese gardens. A number of Unesco's Member States particularly reputed for their achievements in interior decoration have been invited to carry out the decoration of six committee rooms, the library and the press room.

Floor surfaces of the two buildings add up to over seven acres. Ground

was broken on the new site (leased to Unesco by the French Government for 99 years at a symbolic annual rent of approximately two dollars and eighty cents) in April 1955, and structural work on both buildings was completed in July 1956. The installation of services, equipment and the interior decorating remains to be done before the Unesco secretariat staff can be moved to its new home from its present temporary quarters which it has occupied since 1946.

PREPARATION FOR THE TWENTIETH AND TWENTY-FIRST INTERNATIONAL CONFERENCES ON PUBLIC EDUCATION

The joint Unesco/IBE Committee held its twenty-first session at Unesco headquarters in Paris on 15 March under the chairmanship of Mgr. Maroun. It was decided that the Twentieth International Conference on Public Education would be held in Geneva from 8 to 17 July this year. The delegates will examine the problems caused by the expansion of school building and the training of primary teacher-training staff. By the opening of the conference, they will have been informed of the results of the two international inquiries undertaken by IBE on these questions. By the end of December 1956, 43 countries had replied to the first of these inquiries and 49 to the second. The countries possessing a stand at the Permanent Exhibition on Public Education will be invited to reserve a part of their exhibit for an illustration of the problem of school building. Unesco will also be able to exhibit material which it has assembled on this subject and which it has already used for exhibitions in Cairo and Lima. Brief reports on the progress of education during the year 1956-57, presented by the Ministries of Education, will, as usual, be discussed at the conference.

The Committee also took a decision on the two principal themes to figure on the agenda of the Twenty-first International Conference on Public Education in 1958: these are (a) primary school programmes, and (b) equality of access to education in rural areas.

TRAVEL GRANTS FOR YOUTH MOVEMENTS

About forty young men and women from youth organizations in various countries will this year set out on tours to visit their opposite numbers abroad, under the Unesco Youth Travel Grant programme. Acting as young envoys of their particular groups, they will see how youth activities are organized in other countries, make valuable contacts, and use this experience in their future work.

Since the scheme was started in 1952, Youth Travel Grants have been awarded to 253 youth leaders from 69 countries and territories. They are intended to help leaders of such groups as the Junior Red Cross, Boy Scouts and Girl Guides, Young Co-operators, Pax Romana, the World University Service and many others to make a fairly extensive study tour abroad.

The candidates are selected by their own organizations which make all arrangements for accommodation, the Unesco grant covering only travelling expenses. A definite study programme is proposed for each candidate, including attendance at conferences on youth problems wherever possible.

UNESCO PROGRAMME ON ATOMIC ENERGY

Participation by Unesco in international atomic energy activities was delayed because of uncertainty as to the fields of operation of other Specialized Agencies including the new atomic energy agency which was to be created. Nevertheless, the Co-ordinating Committee of the United Nations agreed that Unesco should proceed in the field of training of engineers and other specialists for the applications of atomic energy to power and industry, and in promoting scientific research on radio-isotopes. The Ninth General Conference approved the programme for the next two years, but careful consideration is to be given to the 1959-60 programme.

In addition to planning for an international isotopes conference,[1] arrangements have also been made with individuals in France, the United Kingdom and the United States of America to catalogue labelled molecules including information on their availability to scientists in other countries. The Secretariat is endeavouring to make a similar arrangement for the Union of Soviet Socialist Republics.

In the field of training, a small meeting was held in Vienna in June 1956 at the time of the World Power Conference, when it was generally agreed that the lack of teaching personnel offered the major obstacle to training and that it would be desirable to make a survey of the places where training could be offered. On request of the United Nations, the Secretariat has ordered a series of reports on the methods of training specialists in various countries, the problems and difficulties encountered, etc. It is expected that these reports will contain a number of suggestions which will be useful in planning future programmes.

The projects are being carried out in connexion with other Agencies, following a resolution of the United Nations Scientific Committee on Atomic Radiation. As a result the project on ocean and sea disposal of radioactive wastes is being organized in conjunction with FAO and WHO.

A meeting was held in Geneva in November 1956 to determine the distribution of responsibility between the three Agencies involved for furnishing the requested information. It was agreed that Unesco should be responsible for the final presentation of a joint report from the three Agencies. Unesco requested Dr. G. E. R. Deacon, Director of the National Institute of Oceanography, United Kingdom, and chairman of IACOMS, to compile this joint report based on information from the three Agencies and on other pertinent information to be provided by experts to be called upon by Unesco for this purpose. Unesco requested Dr. Roger R. Revelle, Director of the Scripps Institution of Oceanography, to convene a meeting of experts to discuss what kinds of information are already available and could therefore be incorporated in the joint report and what further work needed to be done in order to furnish more satisfactory information. This meeting was held in Gothenburg on 19 and 20 January 1957. The final report will be presented to the UN Scientific Committee in time for their meeting in October 1957.

Another project, undertaken jointly with the World Health Organization and the International Commission on Radiological Units and Measurements, resulted in a contract with the National Bureau of Standards of the United

1. See *Unesco Chronicle*, Vol. III, No. 3, p. 9.

States to construct an ionization chamber which would serve as a secondary standard for X-rays and gamma rays. This should enable countries having adequate physical instrumentation and facilities to check their instruments with those of countries having recognized primary standards. This was of interest to WHO because of the urgent need to make sure that X-ray equipment used by the medical profession is properly standardized. WHO have therefore agreed to provide the services of an expert to accompany the machine when it is loaned to a country.

ACTIVITIES OF THE REGIONAL SCIENCE CO-OPERATION OFFICES

The Regional Science Co-operation Offices organized during January and February several international meetings of specialists. The Montevideo office (for Latin America) organized at Chacaltaya (Bolivia) from 29 January to 2 February a meeting of representatives of High Altitude Laboratories from Argentina, Bolivia, Brazil, Chile, Mexico, Peru, Spain, United Kingdom and United States. It was also responsible for a meeting at Cordoba (Argentina) of several experts who studied the possibility of establishing an international astronomical observatory in South America. The experts recommended the establishment of such an observatory in Chile, between Santiago and Antofagasta. The same office organized, in collaboration with the Cuban authorities, a course in nuclear physics in which some sixty specialists took part.

Meanwhile, the Jakarta office (for South-East Asia) organized at Nhatrang (Viet-Nam) a training course in marine taxonomy and planktonology, attended by about 20 participants from Malaya, Singapore, Formosa, Thailand, Indonesia, Philippines and Viet-Nam. The training course was directed by Professor Hardenberg (Netherlands) and Professor Shigeru Motoda (Japan). Finally, the New Delhi office (for South Asia) organized a symposium on genetics and plant breeding with special reference to South-East Asia in which some thirty specialists from the United States, Sweden, Australia, Pakistan, Union of Burma, Ceylon and India took part.

STUDY ON THE RELATIONS BETWEEN SOCIAL, DEMOGRAPHIC AND ECONOMIC CHANGE

As part of the research programme defined by the Social Sciences Department of Unesco, and in liaison with the activities of the UN Economic and Social Council, the International Research Office on the Social Implications of Technological Change has recently conducted a study on the relations between social, demographic and economic change. This research has developed into a comparative study organized by three groups: one in France, under the direction of Professor F. Sellier of the University of Aix-en-Provence, a second in Italy, under the guidance of Professor F. Vito, of the University of Milan, and a third in Spain, with the co-operation of the Instituto Balmes de Sociología. The conclusions of this study were communicated to the United Nations Population Commission for its meeting of 25 February to 8 March.

The United Nations and Unesco propose to organize next year a regional seminar on the problems raised by the rapid development of urban centres in Latin America. The meeting would be similar to the one held last year,

in Bangkok, for the countries of Asia and the Far East. The Japanese Government is also preparing to hold a seminar on the same problems and has asked for Unesco's assistance.

TRAVELLING SCIENTIFIC AND ART EXHIBITIONS

The Unesco travelling exhibition 'Man Measures the Universe' was recently on display in Warsaw where it attracted 90,000 visitors; the exhibition is now at Katowica. The 'New Materials' exhibition was on view in Santiago de Chile last December and January. The Secretariat is at present preparing a new travelling scientific exhibition on geophysics which will comprise seven sections and some thirty panels.

The exhibition of colour reproductions 'Persian Miniatures' has recently been sent to the following Member States: Argentina, Costa Rica, France, Israel, Philippines, and the U.S.S.R. At the present time, 80 sets of the six travelling exhibitions of colour reproductions are in circulation in 60 Member States.

PREPARATION OF A NEW EDITION OF THE 'CATALOGUE OF COLOUR REPRODUCTIONS OF PAINTINGS PRIOR TO 1860'

On 11, 12 and 13 February, a meeting of the working group for the selection of reproductions to be included in the *Catalogue of Colour Reproductions of Paintings prior to 1860* (new edition) was held at Unesco House. Those present were Mr. André Chastel, professor of art history at the Faculté des Lettres de Paris; Dr. H. Gerson of the Rijksbureau Voor Kunsthistorische Documentatie, The Hague; Sir Philip Hendy, Director of the National Gallery, London; Mr. J. E. Muller of the State Museum of Luxembourg. This working group examined 372 reproductions, approved 149 additions and withdrew 139 of the illustrations which appeared in the preceding edition.

NEW PROCESS TO SPEED LOW-COST PRODUCTION OF EDUCATIONAL FILMS

A new method of using existing materials to bring sound films within easy reach of educators, no matter how far removed from the world's film centres, has been successfully tested in the Middle East by the United Nations Educational, Scientific and Cultural Organization. The method was put into practice by Norman F. Spurr, a 50-year-old British film producer, who recently completed a nine months' Unesco mission in Jordan, and tests show that a sound film can now be produced—all the way from camera to screen—in any part of the world where silent films can be developed. The secret actually lies in the adapting of a technique used originally by amateurs, and increasingly by professionals working with 16 mm film, where the usual photographic sound track of the normal commercial film is replaced by a stripe of magnetic material upon which sound can be recorded directly.

For 16 mm film, the magnetic stripe has many advantages: it gives better sound quality than photographic tracks; unsatisfactory recordings can be erased and rerecorded without further consumption of materials; and a commentary in one language can be replaced by a commentary in another

tongue merely by speaking into a microphone. In the past, however, there has always been one hitch—the films had to be developed and striped in specialized laboratories often thousands of miles away from their place of production and eventual use, so that a producer making films in Asia or Africa still had to wait weeks or even months before viewing his efforts, and only when this was done could a start be made to completing the film. Theoretically, the answer lay in passing film through the developing solutions with the magnetic stripe already on it, but that raised the question of whether the stripe would be washed off. The answer, as brought back by Mr. Spurr from Jordan, is that it stays right where it belongs.

As a result, Mr. Spurr and an assistant, a Palestinian refugee, were able to set up equipment to carry out their project and to undertake 19 productions in Jordan. On one occasion the two men produced an eight minute news-reel film for Arab refugee camps in four working days from the first turn of the camera to projection on the screen. Normally it would have taken a month or more, due to the time consumed in shuttling the material back and forth across the skies to Europe.

The magnetic striped film, developed on the spot, with no more in the way of production equipment than a camera, tape-recorder, and magnetic projector, enabled Mr. Spurr and his assistant to produce sound films with music and commentary, and with lip-synchronized dialogue with no sacrifice in basic quality and with a tremendous gain in speed. At Unesco House, Mr. Spurr stressed that this method is in no way intended to compete with the normal photographic sound tracks used commercially when the necessary money, staff, and equipment are available. On the other hand it may help bring the production of cheap sound films for educational purposes to the very places where they are most badly needed.

Participation Programme and Technical Assistance

EXPERTS SENT ON MISSION

Called 'participation in the activities of Member States', the direct aid which Unesco gives to governments on their request differs from the United Nations technical assistance programme in that it is not reserved for industrially underdeveloped countries and it need not necessarily contribute to their economic development. Under this programme two experts were sent on mission during the month of February. For the two countries which are receiving this new type of aid, we give the field of the assignment and also the name and nationality of the expert.

India. Director of the Research Centre on the Social Implications of Industrialization in Southern Asia. Professor C. N. Vakil (India).

Thailand. Rural Teacher Training Centre. Mrs. M. C. Jessee (U.S.A.).

Under the United Nations Expanded Programme of Technical Assistance, Unesco sent six experts on mission during the same month. Six countries are benefiting from this new assistance:

Costa Rica. Assistance to the Teacher-Training Project. Mr. J. Arancibia (Chile) has been sent as expert in Secondary Education (Biology and Chemistry).

Egypt. Assistance to the Scientific and Technical Documentation Centre. Mr. W. H. Goodson (Canada).

Iraq. Assistance to the Fundamental Education Project. Mr. A. H. J. Prins (Netherlands) has been sent as Social Anthropologist.

Pakistan. Assistance to the Scientific and Technical Documentation Centre. Mr. K. Blum (Switzerland).

Panama. Assistance to the Primary and Secondary Education Project. Mr. P. Roca (Puerto Rico/U.S.A.).

Venezuela. Assistance to the Technical Education Project. Mr. J. M. Figueroa (Puerto Rico/U.S.A.).

On 28 February, 250 Unesco experts were on mission (39 under the programme of participation in the activities of Member States and 211 under the technical assistance programme).

FELLOWSHIPS

Under the participation programme, Unesco awarded five fellowships during the month of February. The fellowship holders come from Argentina (2), Bolivia (2) and Brazil. In order to complete their training, they will study in one or more of the following countries: Belgium, Brazil, Colombia, Cuba, France, Italy, Netherlands, Switzerland, United Kingdom and United States.

As part of the technical assistance programme, five fellowships were awarded during the same period. The recipients are from Bolivia (2), China (2) and Egypt. To complete their training, they will study in one or more of the following countries: Australia, German Federal Republic, and Mexico.

Co-operation with International Non-governmental Organizations

International Council of Scientific Unions

The Bureau of the International Council of Scientific Unions met in New Delhi from 7 to 9 January 1957, under the chairmanship of Dr. L. V. Berkner (U.S.A.). Various administrative and financial problems were studied. The decision was taken to explore the possibilities of replacing the present mimeographed form of the ICSU quarterly bulletin by a printed periodical which would carry descriptive articles as well as debates on scientific themes. The date and place of the next meeting of the Executive Board of the Council was set for the month of June in Brussels. A meeting of the Special Committee on Oceanographic Research of ICSU was held at Göteborg (Sweden) on 18 January.

The Executive Committee of the International Union of Biological Sciences met in Paris from 29 to 31 October. The experimental psychology and animal behaviour section of this Union, which was created at Rome by the last general assembly, met for the first time at Strasbourg on 4 October, with specialists from the following 12 countries participating: Belgium, Canada, Denmark, France, German Federal Republic, Italy, Japan, Netherlands, Switzerland, United Kingdom, United States and Yugoslavia. Professor H. Pieron (France) presided over the meeting. This section will next meet before the International Psychology Congress which is to take place in Brussels, 26 and 27 July.

The International Union of Pure and Applied Physics held a conference at Chapel Hill (North Carolina, U.S.A.) from 4 to 8 February on the role of gravitation in the theory of physics. The International Union of Pure and Applied Chemistry organized a similar meeting in Amsterdam last October at which the delegates discussed the purity of substances by determination of solidification points. The Executive Committee of the same Union held its thirty-sixth meeting in Switzerland the last week in February.

Council for International Organizations of Medical Sciences

The Bureau and the Executive Committee of the Council for International Organizations of Medical Sciences (CIOMS) met at Unesco House in Paris, 16 and 17 November. It was decided to admit the International Union of Biochemistry as a member subject to ratification by the next Congress of the Union in 1958.

The Fourteenth International Tuberculosis Conference was held in New Delhi, India, from 7 to 11 January. Eight hundred and seventy-five delegates from different parts of the world attended. All the principal reports given at this conference were published in an issue of the *Bulletin of the International Union against Tuberculosis.*

Union of International Engineering Organizations

The Permanent Association of Road Congresses held a Study Week on Technical Problems of Road Traffic, in Italy from 1 to 6 October 1956.

Special Committee for the International Geophysical Year

Two important meetings in preparation for the International Geophysical Year 1957-58 were held during the month of January. Fifty-one delegates from 17 countries attended a working party on oceanography at Göteborg, Sweden from 15 to 17 January. At Utrecht (Netherlands) a regional conference on nuclear radiations, held from 22 to 26 January, was attended by 47 experts from 16 countries. Professor Bleeker (Netherlands) was chairman.

The secretariat of CSAGI was recently informed of the establishment of a Soviet scientific station in the Antarctic. This station is about 220 miles (350 kilometres) from Mirny, near what is called the 'Oasis of Bunger' which, unlike the surrounding areas, is not covered with ice, even in winter. Mr. Tcellichev, an expert in polar expeditions, has been named director of the station and he has three other specialists as assistants.

The Belgian authorities have decided to send a scientific mission to take part in the Antarctic programme of observations during the forthcoming Geophysical Year. This mission will be directed by Commandant G. de Gerlache, son of the explorer who was the first to spend the winter in the Antarctic, at the time of the 'Belgica' expedition of 1897-99.

The main Czechoslovak observatories are making the necessary preparations for their participation in the international geophysical research scheduled to begin in July.

International Union for the Conservation of Nature

The International Union for the Conservation of Nature and its Resources recently published, with the financial assistance of Unesco, a Spanish edition of the booklet *A Guide to Conservation* (*Guia para la conservacion de la naturaleza*) by E. Laurence Palmer.

International Council for Philosophy and Humanistic Studies

The *Diogenes* International Prize, amounting to $1,000 (350,000 French francs), was awarded to Mr. Wladimir Weidlé in the offices of the Librarie Gallimard in Paris on 7 March 1957, which also marked the fifth anniversary of the publication of the review *Diogenes* (published under the auspices of the International Council for Philosophy and Humanistic Studies and with the support of Unesco).

This prize was awarded to the 'best unpublished work concerned with the synthesis of knowledge and the contribution of views both new and valid to any discipline whatsoever of humanistic studies'. They had to 'present briefly, lucidly, and in a compact manner, new and unpublished ideas on the orientation and future of a particular discipline or report on a discovery of the author from which he draws important consequences, or he may define a method of renovating the investigations in this or that branch of humanistic studies'.

The aim of this competition was to encourage and restore to a place of esteem a category of research which has become almost discredited by the development of analytical studies and specialized research. For the past five years, *Diogenes* has attempted to develop a broader outlook, which is becoming increasingly necessary.

The judging of the manuscripts presented many problems and delayed the awarding of the prize. Because of inevitable differences of opinion, specialists had to be consulted and conflicting views reconciled. But in view of the scrupulous care with which the manuscripts were examined, it is hoped that the jury's decisions will appear just, both to the readers and to the competitors themselves.

The rules of the competition stated that an international jury would be set up 'composed of philosophers, university professors and scholars of acknowledged authority in their particular subjects and having, moreover, given proof of understanding the general movement of ideas in such a way that there can be no doubt as to their competence in distinguishing the fertility of new ideas'. Nominated as members of the jury were Messrs. Denis Brogan (United Kingdom), Colin Clark (Australia), Daya (India), Gilberto Dreyre (Brazil), André Malraux (France), Lewis Mumford (U.S.A.) and Alexander Rustow (Germany). Mr. Lucien Fèbvre had also been nominated member of the jury and had examined several manuscripts before he died. With his death *Diogenes* lost a collaborator whose work had already embodied the aims of *Diogenes*. Mr. Roger Caillois, editor of the review, also acted as a member of the jury.

Two hundred and thirty-five manuscripts were received from 26 countries. After the most thorough examination, 50 texts were retained. A second, and a third elimination reading—each one more difficult than the last—reduced the number to 20 manuscripts and finally to six. Each of these six studies bore witness to high qualities of research, originality and conception. The difficulty which the jury experienced in choosing between these six manuscripts warrants the mention here of the author and title of each: Othmar Anderle (Austria), *Integrale geschichtsbetrachtung*; Eric Dardel (France), *L'histoire et notre temps*; C. G. Hardie (United Kingdom), *A Reading of the Life and Comedy of Dante Alighieri*; Wladimir Weidlé (France), *Biologie de l'art*; Maria Zambrano (Spain), *Los sueños y el tiempo;* Elizabeth Zimmermann (Germany), *Drei Krisen im abendländischen tötenkult in historischer zeit.*

After long and thorough deliberation, the jury decided to award the prize to the manuscript presented by Mr. Wladimir Weidlé. His study is an attempt to apply to a work of art the theories of Form (Gestalt) and to draw a parallel between the structure of a work of art and of a living organism. The author seeks to show that in aesthetics as in biology, the work as a whole prevails over the various parts considered separately, and that the work of art is made of a material, the texture of which is an imitation of the living material of the organism.

The various characteristics of the Form, such as they have been defined by the psychologists of the 'Gestalt' from von Ehrenfels and Koehler to Buytendijk, have each in turn been applied to a work of art by Mr. Weidlé: distinction of the form and of the background; coherence of the elements; the sum of the parts surpassed by the whole; transposition, etc. The biology of art, for which Mr. Weidlé lays the foundations, would seem to be

exclusively concerned with the formal aspect of the work of art, all research concerning its spiritual aspect relating to metabiology. Mr. Weidlé attempts in this essay to build a bridge between the realms of nature and of the spirit, by establishing the relationship of the laws which govern them.

Mr. Wladimir Weidlé was born at St. Petersburg (Leningrad), on 1 March 1895. He studied at the university there and later taught the history of art there from 1921 to 1924. Since 1932 he has been professor at the Institute of Orthodox Theology in Paris, where he lectures on the history of Christian art and the history of the Church in the West. He is also the author of the following published works: *Les abeilles d'Aristée. Essai sur le destin actuel des lettres et des arts* (translated into English, German, Spanish and, in part, Italian); *La Russie absente et présente*; *The Baptism of Art* (study of the religious meaning of the catacomb paintings). Mr. Weidlé is at present assisting in the preparation of the *Encyclopédie de la Pléiade*.

International Music Council

On 6 March the international jury for the competition for band composers, set up by the International Music Council, met in Unesco House in Paris and unanimously awarded prizes to the 'Ouverture' of Sarkosy Istvan (Hungary) and the 'Pièce en forme d'ouverture' for fanfare of Victor Kalkman (Belgium). The jury also gave special mention to the 'Jacques Cœur' overture by Charles Brown (France).

Composers from 14 different countries presented 82 works in this international contest. The prize-winning compositions, for which the composers will each receive a prize of $200, will be performed at the International Competition for Popular Music Societies to be held in Ostend, Belgium, in 1958.

PUBLICATIONS

Educational Travel

Educational travel is a channel for communication between peoples, a means of acquiring new knowledge and a valuable way of complementing formal training by providing young people with an opportunity of studying other cultures at first hand. This experience can lead to a reassessment of their own cultures and may result in culture changes.

The very complex nature of cross-cultural education, the large numbers of persons involved and its potential impact on society, have aroused the interest of social scientists who are developing an important body of information on all aspects of educational travel. Such are the conclusions which emerge from reading a recent issue of the *International Social Science Bulletin* devoted to this subject.[1]

The main features that characterize educational travel today are: (a) the large number of academic and technical personnel involved; (b) the growing number of fellowship-holders taking part; (c) the important place of studies not connected with the academic pattern in the traditional sense; and (d) its special function of promoting cultural contacts and changes. Unesco has commissioned several specialists to analyse these different characteristics. Their papers deal respectively with Cross-Cultural Education (M. Brewster-Smith), The Relation of Culture-Goals to the Mental Health of Students Abroad (Dallas Pratt), The Statistics of Study Abroad (Alan J. A. Elliot), the Fulbright Programme (Donald B. Cook and J. Paul Smith), Exchange of Students with the United States (Kenneth Holland), Educational Travel in Japan (J. Watanabe), and International Scholarship and Fellowship Programmes (Nicole J. Deney).

These studies prove that literature on present-day forms of educational travel is already considerable. The subject, however, has not been dealt with sufficiently from an historical viewpoint. This is stressed in a very interesting article by Guy S. Métraux, Secretary-General of the International Commission for a Scientific and Cultural History of Mankind.

EDUCATION AND MIGRATION

'In tracing the origins of educational travel', writes Mr. Métraux, 'the historian realizes that he must go back to the days of the Roman Republic, and he soon becomes aware of the fact that educational travel is related to

1. Vol. VIII, No. 4, 1956.

various aspects of social life and that it has had an impact on social and economic development through the resultant diffusion of techniques and ideas. Moreover, he sees educational travel as a pattern that has evolved to meet changing climates of opinion, and that, as an apparently stable way to achieve certain purposes, it has, in reality, responded to various types of motivation. . . .

'The expression "educational travel" involves two concepts: the adjective suggesting the acquisition of knowledge and the noun implying the dynamic process of migration. . . . Education implies for its development an elaborate social organization, a system of cultural values to be transmitted, a specialized personnel and institutions, as well as strong personal motivations. Migration, likewise, presupposes well-defined motivations, organization, resources and persons. If a society becomes conscious of the need for knowledge, skills or techniques that it does not possess, one way to acquire them is by resorting to temporary emigration to such areas as do possess them. Since it cannot emigrate *in corpore* it is easier to encourage selected members of the group to go out to other groups where such knowledge is available and bring it back. It is at this point that education and migration coincide.'

In short, educational travel up to the present day has fulfilled two functions: 'the first which can be described as "traditional" was to facilitate the acquisition of knowledge outside one's own environment; the second, and more recent, was to make use of educational travel to achieve socio-political and economic goals related to a certain climate of opinion to be achieved in international relations. These two functions overlap a good deal but they do not necessarily coincide.'

'TO RUB AND FILE OUR WITS AGAINST THOSE OF OTHERS'

After this short analysis, Mr. Métraux indicates the main aspects of educational travel at various periods of Western history: 'In the days of the Roman Republic,' he writes, 'young men went to Greece to study literature, philosophy and the arts. . . . Later, under the Empire, Greek teachers came to Rome and founded schools. . . . After the downfall of the Empire and until the foundation of medieval universities, the movement of educational travel is difficult to isolate from the great migrations, the displacement of the political and religious centres, and the social changes that took place under the impact of Christianity. . . . Much more important from our point of view is the foundation of the great centres of learning in the twelfth and thirteenth centuries to which students came from all countries. This localization of learning was one of the characteristic features of medieval education. . . . With the establishment of more universities throughout Europe in the fourteenth, fifteenth and sixteenth centuries the need to travel away from one's own country lessened considerably. With the Renaissance, however, educational travel again took on importance. The ferment of thought led to the foundation of academies and centres of discussion (such as the Platonic Academy of Marsiglio Ficino) and the presence of humanists in certain centres, such as Florence, Cambridge, Basle, etc., brought together scholars.'

At this period, travel was almost an end in itself designed to complement the process of acquiring an education: 'According to Montaigne, it enabled

young people "to bring back the characteristics of those nations and their manner of living, and to rub and file our wits against those of others. . . ." This idea appears to be entirely new; but since the Renaissance it has become one of the prime causes for educational travel. It reflects two concepts: the usefulness of knowing other nations and their ways of life, and of testing one's own comportment in different environments. Educational travel motivated by this idea was highly important throughout the seventeenth and eighteenth centuries when it culminated in the "Grand Tour", a period following formal training during which young men travelled fairly leisurely through Europe and, especially, in Italy. . . .'

During the nineteenth century travel abroad was considerably intensified. The development of communications made travel more accessible to many people, and the opening of tourist facilities were an added incentive. 'Such travel was perhaps less adventurous than in the eighteenth century,' writes Mr. Métraux, 'but it did not lack in educational values. Young men travelling during vacations in Italy, Switzerland and France became familiar figures in literature. At the same time, however, as a consequence of the demand for specialized technical knowledge created by scientific and technical progress achieved since the Industrial Revolution, a considerable number of young men came to work in certain fields of knowledge that were particularly well taught in Europe. These centres were endowed with laboratories, libraries and teaching personnel that could not yet be duplicated elsewhere. The students applied their new knowledge at home and became teachers in centres of learning thereby created. A good illustration of this is the development of medical science in the United States.'

ECONOMIC AND POLITICO-SOCIAL OBJECTIVES

At the end of the nineteenth century a new and significant development occured in educational travel. In China and Japan a large number of young people felt the need to travel to Europe and America to acquire techniques indispensable for the modernization of their countries. The importance of this trend was fully recognized in the United States; in 1909, Theodore Roosevelt directed the remission of a portion of the Boxer Indemnity Fund to the Chinese Government with the stipulation that scholarships would be established to bring Chinese students to America. In his message to Congress, the President stated: 'This nation should help in every practicable way in the education of the Chinese people, so that the vast and populous Empire of China may gradually adapt itself to modern conditions. One way of doing this is by promoting the coming of Chinese students to this country and making it attractive to them to take courses at our universities and higher education institutions.'

'The traditional educational travel,' writes Mr. Métraux, 'was thus widened to include the encouragement of cultural change in areas that remained outside the main stream of technical development and progress. . . . This pattern in educational travel, which was concerned with the general welfare of the countries involved rather than the personal development of individual students, culminated in various technical assistance programmes that were set up after World War II.' It also gave rise to a new concept which is still popular today: 'At the end of the nineteenth century Cecil Rhodes established a fund for fellowships to give young men from the

British Empire, the United States and Germany the opportunity to study at Oxford. Although formal training in specified disciplines was one feature of these scholarships, the more important purpose was to instil in these scholars the realization of their common stake in life and in the destiny of their countries. . . . This motivation for educational travel, which transcended the simple quest for knowledge and was meant to create a climate of mutual understanding and good will among students of varying backgrounds, has become one of the primary reasons for the promotion of international travel in the years preceding and following the two world wars.

'The overt use of educational travel to create a climate of opinion favourable to world peace, or to implement certain objectives in international relations, is considerably removed from its traditional objectives and suggests that cross-cultural education as a social institution is highly responsive to changing climates of opinion. Available evidence of the success of these new forms of educational travel is not conclusive. This is true of the politico-social objectives for scholarships established after World War II to promote good will, although it seems certain that individual students greatly benefited from such travel, either by broadening their general experience or by acquiring greater proficiency in a foreign language. . . . In evaluating, for instance, the results achieved by a group of Japanese students brought to the United States under official auspices, one finding was that a common cause of failure was the conflict between the official aims of the programme and the students' desire to pursue purely academic studies. . . .'

There have been several instances in different countries of this discrepancy in objectives. 'The awareness in responsible circles that such a conflict exists in educational travel may lead to the reconsideration of the aims and organization of some programmes to bring them closer to the original purpose of such travel, that of facilitating the acquisition of knowledge and enabling young men to complement their formal training.' And Mr. Métraux concludes: 'It is probable that studies of the movement as they are being conducted now will contribute to a greater understanding of its true functions. They will probably result in the reconsideration of certain fundamental aspects of the movement by those responsible for the promotion of educational travel.'

BIBLIOGRAPHICAL NOTES

(Further Unesco publications concerning the social sciences issued in recent months.)

BOOKS AND PUBLICATIONS

Sociology in the United States of America, Paris, Unesco, 156 p. (*Documentation in the Social Sciences* series). Price: $2.50; 12/6; 600 French francs.

Economics in the United States of America, Paris, Unesco, 62 p. (*Documentation in the Social Sciences* series). Price: $1; 5/-; 250 French francs.

These works are two of a series of three companion reports covering trends in sociological, economic and political science research in the United States over the past five years. The report devoted to sociology was prepared under the direction of Professor Hans L. Zetterberg, of Columbia University, by a team of some twenty specialists. The research carried out by institutions and study groups concerned with sociology is listed according to theme: political sociology, sociology of law, military sociology, sociology of education, of knowledge and science, industrial sociology, sociology of mass communications, of religion, of professions, marriage and family sociology, sociology of small groups, of social stratification, criminology, sociology of mental health, evolution of methods and of theory.

The report on economic research was written by Professor Rutledge Vining, of the University of Virginia, who has divided the work in three parts. The first deals with the nature of an economic problem considered as a problem of choice: the choice of means by the management of business concerns individual choice, classical criteria of choice, choice from an individual and social standpoint, individual freedom of decision within a common structure, classical assumptions and modern theories. In the second part, Professor Vining reviews recent trends in the theory of economics: the 'theory of games', operational research and contributions to econometrics. The third part of his report is an analysis of economic trends in the light of an illustrative example—the problem of the business cycle—in which he appraises methods used in econometrics.

The University Teaching of Social Sciences: Criminology, Unesco, Paris, 164 p. (*Teaching in the Social Sciences* series). Price: $2; 10/-; 500 French francs.

Universities are today devoting more and more time in their curricula to the teaching of criminology, the importance of which has been recognized not only by criminologists themselves but by all those concerned with crime prevention and the treatment of delinquents. Penal and penitentiary reform have now created alongside the traditional aids to penal services a new type of assistance—that of psychologists, social workers and educators who, coming from different backgrounds, require some common basic instruction. Moreover the evolution of concepts, institutions and personnel in the field of crime prevention and the treatment of delinquents demands that, along with the renovation of criminal law and penal procedure, criminological aspects be taken into consideration when legal rules are formulated.

The work just published by Unesco is a detailed survey of the structure and methods of criminology teaching in the following countries: Austria, Belgium, Brazil, France, Italy, Sweden, Turkey, the United Kingdom, United States and Yugoslavia. Denis Carroll and Jean Pinatel, respectively president and vice-president of the International Society of Criminology, have contributed a general report on the subject which serves as an introduction to this volume.

The Race Question in Modern Science, Unesco, Paris, 373 p. Price: $5; 17/6; 850 French francs.

Race prejudice and the discriminatory practices which derive from it constitute one of the principal obstacles to the implementation of human rights. This book will interest all those who are concerned with the scientific aspects of the race question. The nine chapters which make up this volume have previously been published in the form of separate brochures which have now been brought up to date. They include the following studies: *Racial Myths*, by Juan Comas; *Race and Psychology*, by Otto Klineberg; *Race and Culture*, by Michel Leiris; *Race and History*, by Claude Lévi-Strauss; *Race and Society*, by Kenneth Little; *The Roots of Prejudice*, by Arnold M. Rose; *Race and Biology*, by L. C. Dunn; *The Significance of Racial Differences*, by G. M. Morant; and *Race Mixture*, by Harry L. Shapiro.

***Current Sociology / La sociologie contemporaine*, quarterly bilingual publication, Unesco, Paris.**

Vol. V, no. 2, 1956: *Sociology of Science: a Trend Report and Bibliography / Sociologie de la Science : tendances actuelles de la recherche et bibliographie*, 153 p. Price: $1; 6/-; 300 French francs. As in so many other branches of social science, the sociology of science has produced important innovations in theory, methods and data over the past twenty-five to thirty years. Significant trends in this field are the development of Marxism as a social ideology, the development of British and American scientific humanism as a study of social values, the increasing number of theoretical works dealing with social science, especially sociology, and the growing number of government reports on the uses and consequences of science and technology as a study of practical social necessities. The time has now come for some consolidation of the sociology of science so that it may make still further advances. The present trend report and bibliography published by Unesco is offered in the hope that it may aid consolidation in this field. It was prepared by Bernard Barber, of Columbia University.

***International Social Science Bulletin*, quarterly publication, Unesco, Paris. Yearly subscription: $3.50; 21/-; 1,000 French francs. Single issue: $1; 6/-; 300 French francs. (Also published in French.)**

Vol. VIII, no. 2, 1956: *The Formation of Economic and Financial Policy*. There are several ways in which the political institutions of different countries may be compared. There is the detailed comparison, or the more subjective approach in which each author analyses and describes what he thinks is most significant and characteristic of the theory and practice of his country's system. It is the latter approach which characterizes the studies contained in this volume. No country today wishes to be at the complete mercy of economic forces; all peoples now expect their governments to control or influence these forces. The question is therefore, to what extent do the governments consider this desirable or even possible, and what methods do they adopt to this effect? Mr. J. Donnedieu de Vabres has attempted to answer this question as far as France is concerned, Mr. B. St. J. Trend for Britain, Dr. Hans Thorelli for Sweden, Professor Arthur Smithies for the United States and Professor Ivan Djordjevic for Yugoslavia. The introduction to this volume was contributed by Professor D. N. Chester of Oxford University.

Vol. VIII, no. 3, 1956: *African Elites*. The African continent is now undergoing an economic revolution which is profoundly changing its former framework. It has become a huge laboratory where the sociologist can witness the birth of new social groups and new mental habits, the constitution of new intellectual 'elites' whose influence on the future of the continent is becoming more and more apparent. It is for this reason that Unesco has devoted the major part of this issue of the bulletin to the study of these 'elites'. Contributions include: 'The Concept of Social Elites', by S. F. Nadel; 'The Present Situation and Aspirations of Elites in the Gold Coast', by K. A. Busia; 'African Elite in South Africa', by S. Bangani Ngcobo; 'Evolution of Senegalese Elites', by P. Mercier; 'The Problem of Elites in the Belgian Congo', by G. E. J. B. Brausch; 'The "Elites" of the Portuguese "Tribal" Provinces', by A. Moreira; 'The Rise of a New Elite amongst the Women of Nigeria', by S. Leith-Ross; 'African Students in France', by R. Bastide; 'The Notion of the Elite and the Urban Social Survey in Africa', by C. Tardits; and 'Two West African Elites', by Kenneth Little.

PROVISIONAL TIME-TABLE OF CONFERENCES, MEETINGS AND SEMINARS

April, May, June, July, August and September 1957

Meetings of international non-governmental organizations subsidized by Unesco, which take place at Unesco House, are marked by an asterisk.

Date		*Place*
APRIL		
1-3	Steering Committee of the Unesco Research Centre on the Social Implications of Industrialization in Southern Asia.	CALCUTTA
1-10	Meeting of the International Advisory Committee for Major Project 4A (Mutual Appreciation of Eastern and Western Cultural Values).	UNESCO
3-5	Twelfth Session of the Advisory Committee on Arid Zone Research.	UNESCO
8-18	International Regional Conference for the examination and preparation of plans for university teaching and research in social sciences in Latin America (convened by the Brazilian Government with the financial help of Unesco).	RIO DE JANEIRO
8-27	Training Course on Crystallography (convened by the Latin America Science Co-operation Office).	RIO DE JANEIRO
10-12	Fourth Session of the International Advisory Committee on Research in the Natural Sciences Programme of Unesco.	STOCKHOLM
11-12	Headquarters Committee: twenty-third session.	UNESCO
15-17*	Meeting of the Association of Internationally-minded Schools (CIS)—Teaching about the United Nations.	UNESCO
18-20	Meeting of Specialists on Humid Tropics Research in Latin America (convened by the Latin America Science Co-operation Office).	RIO DE JANEIRO
18-3 May	Training Course in Modern Physics (convened by the South-East Asia Science Co-operation Office).	BANDUNG
29-30	Meeting of the enlarged Preparatory Committee of the International Computation Centre (convened by the International Computation Centre).	UNESCO
29-3 May	International Committee on Monuments, Artistic and Historical Sites and Archaeological Excavations.	UNESCO
MAY		
7-9	Working Parties of Non-governmental Organizations.	UNESCO
15*	Co-ordination Committee for International Voluntary Work Camps.	UNESCO
21-24	Group of consultants for the preparation of the International Conference on Radio-isotopes in Scientific Research.	UNESCO
22-25*	International Music Council (CIM): Meeting of representatives of Radio Organisms.	UNESCO
27-29	Meeting of the International Committee on Laboratory Animals.	UNESCO
27-14 June	Executive Board: forty-eighth session.	UNESCO
29-31*	International Music Council. Executive Board.	UNESCO

Date		*Place*
JUNE		
19*	Co-ordination Committee for International Voluntary Work Camps.	UNESCO
JULY		
8	Unesco/IBE Joint Committee Meeting.	GENEVA
8-17	Twentieth International Conference on Public Education (convened jointly by Unesco/IBE).	GENEVA
9-11	Non-governmental Organizations' consultation on Unesco's Programme for 1959-60.	UNESCO
12	Third meeting of the Committee set up by the fifth Conference of Non-governmental Organizations.	UNESCO
15-17	Group of consultants for the preparation of the International Conference on Radio-isotopes in Scientific Research.	UNESCO
AUGUST		
Not fixed	First session of the Advisory Committee for Humid Tropics Research (convened jointly by the Government of Brazil and Unesco).	BELEM (Brazil)
Not fixed	Meeting of experts to study the establishment of an international commission on cell biology.	ST. ANDREWS (Scotland)
Not fixed	Round Table on Economic Development in Latin America (convened by the International Economic Association in collaboration with Unesco).	RIO DE JANEIRO
SEPTEMBER		
6-10	Symposium on Patterns of Cellular and Subcellular Organization.	EDINBURGH
9-20	International Conference on Radio-isotopes in Scientific Research.	PARIS
11*	Co-ordination Committee for International Voluntary Work Camps.	UNESCO
Not fixed	Meeting of International Advisory Committee for Documentation and Terminology in Pure and Applied Science.	AIX-EN-PROVENCE
Not fixed	International Advisory Committee on Bibliography.	UNESCO or AIX-EN-PROVENCE
Not fixed	Seminar on the study of public opinion (convened by the Polish Government with the financial help of Unesco).	WARSAW

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